



St Louis Secondary School
School Self Evaluation and School Improvement Plan 2017
Teaching and Learning



1. Introduction

This document records the findings of two School Self Evaluations undertaken in 2015-16: Numeracy in 1st Year students and Oral Literacy in 2nd Year students. Qualitative data was gathered and analysed, including the views and opinions of teaching staff, students and parents, along with an analysis of results in state examinations from 2013- 2017. Both evaluations were supported and advised by dedicated teaching staff committees throughout their execution, culminating in recommended whole school actions (April 2016). This document is also advised by findings from our school's participation in the TL21 programme from 2015-2017, and the findings of an extensive Assessment for Learning teaching staff questionnaire executed by Christina Hurson in 2017.

The direction of our School Improvement Plan 2017-18 regarding a whole school strategy for the improvement of teaching and learning is also supported by the the recommendations of our Whole School Evaluation- Management, Leadership and Learning, undertaken by the Department of Education Skills Inspectorate in February 2017. The recommendations in this document are also advised by our Teaching and Learning Team 2017.

2. This is what is working well in our school

- The quality of teaching is very good
- Lesson preparation is very good, and delivered in a positive learning environment
- Student attainment in state exams is of a good standard
- Teachers monitor student work and give feedback on a regular basis
- Students are given regular opportunities to use new vocabulary

3. This is how we know

- The number of students who sit Junior Certificate Mathematics at Higher and Ordinary Level is consistently above national average
- The number of students who sit Junior Certificate Mathematics at Foundation Level is consistently below national average
- Results in Junior Certificate Mathematics at Higher Level have steadily improved from 2013-2017
- The number of students who attained grades Distinction to Merit in Junior Cycle Mathematics at Higher Level in 2017 was above national female average
- The number of students who attained grades Distinction to Merit in Junior Cycle Mathematics at Ordinary Level in 2017 was above national female average
- We have good teachers- 'I listen to the teacher' and 'My teacher explains where I went wrong' received the highest scores when 1st Year students were asked 'I understand Maths best when...' in questionnaire

- The number of students who attained grades Distinction to Merit in Junior Cycle English at Higher Level in 2017 was above national female average
- The number of students who attained grades Distinction to Merit in Junior Cycle English at Ordinary Level in 2017 was above national female average
- 83% of 2nd Year students replied positively when asked 'I have made good progress in school'
- 79% of 2nd Year students replied positively when asked 'My teachers provide me with opportunities to use new vocabulary'
- 79% of 2nd Year students replied positively when asked 'My teacher explains things clearly'

Whole School Evaluation Management, Leadership & Learning April 2017 Commendations

- The quality of teaching and learning ranged from good to very good in the majority of lessons observed, with some exemplary practice noted
- A very good level of preparation was evident for all lessons, with a wide range of resources prepared in advance to support learning
- Deliberate efforts are made to create a positive learning environment. There was a very good rapport apparent in all interactions.

4. This is what we are going to focus on to make our practice even better

To continue to improve teaching and learning in all subject departments and to assist with the implementation of the new Junior Cycle Framework, the whole school focus for 2017-2018 will be 'Learning Intentions'.

In all subject departments:

- Develop the use of Learning Intentions in teaching practice with 1st Year Classes, focusing on the learning, development of skills and demonstration of understanding
- Dedicated time to explore, plan and review Learning Intentions strategies at subject department meetings

As a Whole School

- Continuous Professional Development from the beginning of 2017-18 school year with external expertise from Professional Development Services for Teachers
- Dedicated time at whole staff meetings to assist with the use of Learning Intentions, teaching and learning discussion and review, collaboration with colleagues and sharing examples

5. This is how parents can help

- Focus on praise and encouragement
- Maintain a healthy balance between school work, homework, healthy activities, enjoyment, relaxation & sleep
- Be aware of time spent on digital devices

Stephen Penders

Learning Coordinator- October 2017